

# THE MASSACHUSETTS TEACHER.

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## THE NECESSITY OF RESTRAINT.

BOTH matter and mind need a governor. Neither can be safely left without superintendency and restraint.

Matter is destitute of intelligence. It possesses in itself no governing principle ; no inherent efficacy to uphold its existence, or to control its motions. It is subject to a variety of modifications and changes. The material universe is in motion. Three prominent elements of the natural world, air, fire, and water, contain in themselves powers that require extraneous control. There are tendencies to evil in matter, and antagonistic powers in nature, that demand foreign restraint.

Mind, the mental universe, also needs restriction. It is, indeed, superior to matter. The human mind has counterbalancing faculties and tendencies, which give men the power of exercising a degree of self-control. But mind cannot be safely left without a superintending agency. Hence arises the necessity of law, with its prohibitions and penalties. The human mind is endowed with moral freedom. Man is responsible, but not independent. His moral freedom creates the necessity for his dependence. Of all beings in the universe, man most needs restraint ; for while he is a free agent, he possesses strong passions and propensities to evil, and is ever surrounded by objective allurements and temptations to wrong doing.

The actions and desires of children need restriction. They act from impulse. They think only of the present. They have not formed the habit of shaping their present course with reference to the future. They have not learned that present self-denial is the price at which future good is often to be obtained, and that present suffering and toil are rewarded by subsequent enjoyment. These lessons the child *must* learn, if he would be

prepared for future happiness or usefulness. And he can learn them only through the imposed restrictions of affection and authority. Parents and teachers must impose these needful checks, or the child will never acquire either the power of self-control or the ability to govern others.

The child needs restraint and guardianship also, in consequence of his exposure and inexperience. Left to himself, the child would often bring upon himself physical evil: left to the unchecked indulgence of his impulsive wishes, he would become the victim of passion, and having no rule over his own spirits, he would be exposed to fearful moral dangers. How much of wisdom and goodness is there in that arrangement of Providence, by which children are placed in such circumstances of dependence, and in such relations to parents and teachers, that they are by affection and authority kept back from courses of indulgence, and protected from moral dangers into which their unchecked thoughtlessness and ardor might lead them!

To how many youth have the restraints of home and of the school proved an inestimable moral advantage in protecting them from early dangers, physical, intellectual, and moral, and thus better preparing them for the temptations and duties of riper years!

Restraint is also needful for the right development of character. Self-indulgence is a foe to intellectual and moral culture. Restraints, either self-imposed or enforced by the authority of another, are indispensable to mental improvement. No man ever attained to the highest order of mental culture, without curbing his passions, without subjecting himself to rule, without placing himself under law and yielding obedience to it. A habit of cheerful obedience to rightful authority is an essential element of a good character. The child who has not learned to obey his parents and teachers with a cheerful promptness, has not taken the first step in the formation of a correct character. Submission to rightful authority is the beginning of moral culture. Without this, a youth, whatever may be his intellectual endowments, or however great may be his attainments, can never develop a symmetrical and attractive character—can never reach the highest order of either intellectual or moral cultivation.

Restraint being thus needful, Providence has made provision for it. The Creator has not only imposed checks and counterbalancing influences upon the forces in nature, but he has instituted restraints upon human passion.

These are of two kinds, objective and subjective. Among the external checks, civil law, parental authority, school government, and the influences of religion, are the most efficient and useful.

How much are all these needed! How much of the order and peace of society, and the welfare of individuals, is dependent for existence upon the civil law! How much of public and private virtue is promoted by school government, and by parental authority! How much of moral excellence is created by the truths and spiritual influences of the Gospel!

The internal restraints imposed by a wise hand upon the selfish desires and strong passions of mankind, are also of utility. The Creator has imparted to our race certain mental faculties, and implanted in the human heart certain innate desires, which operate as powerful checks upon the selfishness and evil propensities of our nature. Prominent among these are man's innate love of character, his sense of honor, his regard for the feelings of friends, the admonitions of conscience. How valuable are all these! Without them, what security would there be for public morals or private virtue! Without these counter-checks upon the passions, what would our race be!

It is a wise provision of Providence that the young are placed, by the conditions of their nature, under the care of parents and teachers.

A child in his early years is helpless and dependent. In subsequent years, when dependence is, in a degree, lessened, wants of a higher character appear — mental wants; and dangers of more fearful character — moral dangers. Through inexperience and wrong mental tendencies, the child is unprepared to encounter these evil influences. Hence the propriety and necessity of governmental restraint at home and in the school-room.

Restriction and authority are blessings which God designs for the good of children through the agency of their parents and teachers.

Surely there is wisdom and benevolence in the divine plan which provides for the young, restraint and government at home and in the school: that restraint and government so needful for them in their inexperience — so needful for them in the midst of the temptations that surround them — so needful for them in the absence of *self-control* — so needful to cultivate in them a symmetrical character. Sad indeed, then, is the condition of that childhood in which indulgence and neglect take the place of restraint and watchfulness!

Neither parents nor teachers should regard the imposing of reasonable restraints upon children as an evil, but rather as one of the indispensable means and conditions of excellence.

Children and youth often consider restraint an evil; but teachers and parents should not. Young persons often strive to escape from the moral checks with which Providence has surrounded them. They often desire to throw off parental control

—to be set at liberty from the moral guards by which parental affection and authority have sought to protect them from evil. To some, the laws of the school are irksome. Others are restive under the restrictions of refined and Christian society. Thus many young men, to escape these curbs, leave their homes at an early period, or make choice of a sea-faring life, or emigrate to California or other parts of the land, where they shall feel less the bridle and may enjoy a slacker rein.

But this desire to escape from restraint is unwise.

This parents and teachers should feel, and endeavor to inculcate upon the young entrusted to their care. It is a law, both of the material and the mental world, that restraints be imposed. Let but a single star that glitters upon the diadem of night break away from the restraint which the law of gravitation imposes, it would rush in wild devastation upon other planets, marking its pathway through the heavens with chaos and ruin. Let the volcanic powers within our globe, or the antagonistic substances of the earth break away from the wise laws that now control them, and its destruction would speedily ensue.

So is it in the mental world. The Creator has placed men under restraints, wise and benevolent. Man's nature needs them. Without these influences to regulate his desires and actions, he would be like a soldier without his armor or weapons, like a fort dismantled, like a castle unguarded.

Let parents and teachers, then, remember the necessity for imposing restraints upon the young. Let them remember that it is one of the conditions of human excellence. Let them teach the youth under their care, the necessity of law and its utility. Let them inculcate upon the young the importance of cherishing the restraining influences which Providence has thrown around them, the importance of self-government. Let the young be taught that a good resolution, a virtuous habit, a self-imposed restraint, may prove a weapon of successful defence in the day of fierce temptation.

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SMART CHILDREN.—The great objection to smart children is, that when they commence having whiskers, they leave off having brains. Boys that are philosophers at six years of age, are generally blockheads at twenty-one. By forcing children, you get so much into their heads that they become cracked in order to hold it.—*Eclectic Journal of Education, and Literary Review.*



## THE ART OF TEACHING.

TEACHING is an art, and it must be learned as much as any other art. To give instruction in the best manner, to conduct and govern a school so as to make it answer its chief end, is a work of great difficulty and importance. Tact in teaching is in fact the art of so communicating knowledge, that the pupil shall understand subjects sought to be imparted; and associating what is thus received with other and previous attainments, he may be led at one and the same time "to cultivate his original faculties," and store his mind with useful knowledge. Says one, "he who would be an accomplished physician, must study principles, as well as see cases." In like manner, he who would be a successful teacher, must look beyond systems to the principles on which they rest. The man who imagines himself a teacher, qualified for the responsible duties of an instructor, merely because he has seen others teach in a particular way, is just as much an empiric, as a pretender in medicine, who occasionally walks through the wards of a hospital. The art of communicating knowledge has its principles — principles which lie deep in the philosophy of our nature.

Some of the best minds in our country and in Europe have for several years been employed in elucidating these principles, and in discovering the best methods of imparting instruction. The day for quack pedagogues is passed. A teacher to be successful in his high calling, must not only be thoroughly acquainted with all branches which he proposes to teach, teaching principle as well as facts, but he must possess extensive general information, have a good knowledge of human nature, possess good common sense and prudence, ease of communication, the ability of inspiring in his pupils an enthusiastic love of knowledge, the power of maintaining good government, self-control, an amiable disposition, attractive personal accomplishments, and a character eminent for purity and excellence.

A thoroughly accomplished teacher is as rarely to be met with, as an individual of the highest merit in any of the professions or other responsible callings of life. And no person can excel as an instructor, who does not make some special preparation for his work, and acquaint himself with the philosophy of teaching, and the art of conducting and governing a school.

Is it not the case, that too many of our district school teachers, particularly in the smaller towns of our Commonwealth, come directly from the common school of their native district, and assume the responsible office of school-teaching, without having made any special effort to learn the art of instructing, or having received any special training to fit them for their responsible duties?

Of late years, the State of Massachusetts has done much, through the instrumentality of Normal Schools and Teachers' Institutes, to educate and send forth an efficient corps of teachers. But is it not the case, that many who pretend to teach, neglect all special preparation, and take no manner of interest in seeking out the best methods of school-keeping? Is it not even true, that many teachers, occupying important situations as teachers in our cities and large towns, do not avail themselves of opportunities presented by Teachers' Associations for improvement in their calling,—teachers, many of whom are continually complaining of the low state of the profession, while they never make an effort to sustain and encourage associations, calculated not only to improve the teacher, but to interest the community in the cause of education, and give dignity and importance to the profession of teaching?

It is not every good scholar that can teach a good school. Genius and eminent scholarship are sometimes unfavorable to the highest success in teaching, for they disqualify their possessor from appreciating the gradual processes by which common minds and beginners in any branch of study need to be conducted to conclusions which they have scaled at a leap, or at least without any mental recognition of the intermediate steps. For this reason, Sir Isaac Newton and Dr. Bowditch would have made but poor instructors in the elementary branches of mathematics. Their very eminence as mathematicians, and that wonderful power which enabled them to solve with rapidity the most difficult problems in the higher departments of mathematical science, unfitted them to appreciate the difficulties which would beset common minds in their studies, or to endure with patience the many and slow steps which young students would be compelled to take in reaching conclusions which they had accomplished by a single and vigorous effort of their comprehensive minds.

Although an acquaintance with all the branches of study which an instructor undertakes to teach is indispensable to success, yet scholarship, important as it is, is not all that is requisite.

No young man, or young lady, can in this day expect to excel in teaching, without some direct professional training, some special study of the best methods of governing, classifying, and instructing a school. Let teachers, then, if they have any noble ambition to be worthy of their calling, carefully study some of the most approved works on the philosophy of teaching and the art of school-keeping. Let them visit the best schools, and aim to gather useful hints, and learn the best methods of instructing from the most experienced teachers. Let them become subscribers for some educational periodical, and careful readers of approved works on the principles of teaching and requisites

for success in school-keeping. Let them hold meetings with other teachers for mutual counsel and improvement, and attend, when possible, the meetings of Teachers' Institutes and Conventions. In this way an interest will be created; changes and improvements in the best modes of instruction will be introduced and adopted; teachers will become animated, enthusiastic, and better qualified for their important duties; our schools will take a higher rank, and the teacher's profession will become more generally respected and honored.

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### CONDUCTING RECITATIONS.

AMONG the most important requisites for success in teaching, is the faculty of conducting recitations in such a manner, as to give an interest to every recitation, render profitable each lesson, lead the young student to investigate, to express his thoughts with ease and freedom, and think for himself. Many teachers during recitations, confine themselves too much to the text-book, and their pupils answer in the fewest words possible, in fragmentary sentences, and often with a low voice and indistinct utterance. In this way, they do great injustice to themselves, as well as to their teacher. This manner of reciting is not always owing to ignorance of their lessons, though it has this appearance. Every recitation should be conducted in such a manner as to create in the pupil an interest in his school, an enthusiasm in his studies, a bringing out of the powers of thought, a readiness and clearness of expression, and a freshness and energy of mind. So minute is the questioning, oftentimes, by which a monosyllable or two is *pumped* from the pupil, that it would seem, that any one who had never seen the lesson, if he possessed a moderate share of Yankee shrewdness, might *guess* at the answer. Hence the teacher is made far more prominent in recitation, than the pupil, and at examinations, instead of showing how well he has taught them to use their wings in exploring the surrounding atmosphere, he only shows how well he himself can cut the air, with the whole nest of them on his back. In this way, too, one of the great ends of school-going is defeated. Children are not sent to school, or ought not to be, to get them out of the way, or to keep them out of mischief, but to be educated. But a child who studies diligently, and has acquired all that is written in the several text-books used in the school, is only half educated, if he has

not been taught the art of reciting what he has learned, and to prize the time spent in a well-conducted recitation, as the most valuable part of school hours.

We are all acquainted with men whose information we know to be extensive, and yet who lack so much the art of communication, that they are scarcely more useful than the uninformed. They never learned, when attending school, to recite well. It is in acquiring a correct mode of recitation in school, that men lay the foundation for those habits of imparting what they know, when in future years they may be called upon to occupy conspicuous stations in society.

We maintain, then, that teachers cannot be thoroughly furnished to their work who fail in conducting recitations in an instructive and interesting manner. Scholars should be made to understand principles, and taught to state them clearly. One great object of a recitation should be to accustom scholars to tell what they know, to express their thoughts in a concise, clear, and happy manner. For the accomplishment of this object, every wise teacher will require abstracts on given subjects of lessons. Such a course, daily pursued at the hour of recitation, will soon enable most pupils to express their thoughts with readiness and ease, make them acquainted and familiar with the proper use of language, and fix principles and facts in their memories, which can be stated and explained in after years with intelligence and satisfaction.

No teacher should at his recitation confine himself to any set of printed or written questions, but he should draw out the minds of his pupils by questions of his own, proposed at the time. This will accustom them to think for themselves, to investigate subjects suggested by their lessons, and will lead them to go to other sources besides their text-books, for facts and principles on the subjects of their lessons. Thus will they form that wise and improving habit of reading by topics, of studying by subjects. This useful habit, when once formed, they will carry with them through life, and it will be of incalculable value in accustoming them to seek for clear ideas, and a thorough knowledge of every subject which interests them, or which they have occasion to investigate.

Every teacher is liable to slide into a set and formal way of conducting the exercises of his school, and prone to adopt certain fixed methods and set plans, in reference to instruction and government. As he is necessarily obliged to "beat and beat the beaten track," and engage month after month, and year after year, in treading the same round of instruction, and in attending to recitations as familiar to him as the alphabet, he is liable to sink, gradually and almost imperceptibly, into a stiff and mechanical uniformity. Now the teacher who would faith-



fully meet the responsibilities of his station, who would excel in his office, who would rouse the energies of his pupils, must resist this tendency. He must, indeed, avoid sudden innovations and fitful changes, and indulge with caution a disposition to make experiments in new methods of instruction. Still, on the other hand, let him guard against settling down into a rigid uniformity, and a dull, technical mannerism, as to his methods of teaching.

The teacher should ever strive to possess enthusiasm and freshness of feeling, a love for his employment, and a noble desire to guide his pupils in the way of intellectual and moral improvement. Avoiding a mechanical formality, and a dull adherence to old methods of imparting instruction, he should seek to inspire his scholars with new enthusiasm, to impart freshness and interest to his instructions, and give to his school a pleasing air of intellectual life and vigor. He should connect with his instructions, as far as possible, what is interesting and attractive, so that associations formed in the minds of his pupils, will leave them in love with the subjects of investigations, and subsequently and frequently bring them back to the pursuits of science with readiness and alacrity. He should strive often for new methods of illustration, and adopt a variety of expedients to excite the curiosity of his scholars. A right use of this principle of the mind by the teacher, is of great importance. The teacher should be careful that awakened curiosity be not gratified too soon by unnecessary and superabundant aid, leaving no motive and no opportunity for effort on the part of his pupils. It is a great mistake to suppose, that in order to make learning pleasant to the young, difficulties must be removed out of the way. It is by teaching the pupil to *overcome* difficulties, that the teacher will be most likely to create an interest he so much desires to call forth. Even topics somewhat beyond the knowledge of the young pupil, without being above his comprehension, should occasionally be presented for consideration.

But, on the other hand, let the teacher be careful that curiosity be not suffered to subside or end in despair, for the want of timely, suitable, and necessary aid to enable his pupils to overcome appalling difficulties. With this view, he should intermingle with text-book instruction, a due proportion of familiar lecturing, calculated to rouse his pupils to make still further investigations, and acquire still more extensive knowledge.

Every instructor will have his own ways of conducting his recitations, and his own methods of instructing, but if he would be successful in his station, he will study to give variety and interest to the exercises of his school.

Were some such improvements as we have suggested intro-



duced into many of our schools, where nothing of the kind is now found, we are persuaded that the pupils would apply themselves with diligence and zest to their studies ; teachers would enjoy their work far more, and do themselves and their pupils greater credit ; and those parents who from time to time visit the schools, would go away with stronger impressions of the importance and value of a good education, and with more willingness to make sacrifices in supporting the schools and sustaining teachers in their plans and government.

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### MAKE KNOWN WHAT YOU KNOW, OR TEACHING PROMOTIVE OF SELF-CULTURE.

HE who aims at the highest culture, will as far as possible make known what he knows.

Oftentimes it is harder to communicate than to acquire, and this endeavor, like others, is the mother of vigor. He who hoards knowledge is not only, like most country parlors, a room full of nice things, with closed blinds, unused and unseen, but is his own worst enemy. When is one so tremblingly alive to his weaknesses as after he essays to diffuse the knowledge he has gained ? In that attempt who is not feelingly persuaded of deficiencies in respect to information, thought, arrangement, readiness and expression ?

Body forth your mind by tongue or pen, and you will find a new pleasure and profit in *reading*, lest you be forced to draw on imagination for facts. Body forth your mind, and you will feel a new necessity for *reflection* which only can chain those Proteus thoughts that, in your utmost need eluding your grasp, run as artful dodgers through the whole circle of the elements. Give utterance to your mind, and learn that *arrangement*, which makes diamonds to differ from charcoal, is not more important in chemistry than in rhetoric ; for arrangement can make old thoughts new, and another's thoughts your own, by using them for a new purpose, or fashioning their elements into new forms,—yea, it can turn jagged atoms into smooth mosaic ; while without it, all your effusions, however elaborate, will resemble that architectural monstrosity, the Spanish Escorial, which, though the most costly palace in Europe, is shaped like a gridiron. Impart knowledge, and you will bewail your lack of *readiness*, knowledge like sleep refusing to come at your call ; and lest you pine in vain lamentings, you will cultivate that philosophical association

which will by any link draw you a whole chain ; you will remember the seamen's maxim, "Stow so as to unlade." You will use the *Index Rerum*, or other common-place book, you long ago bought. Perhaps you will become a snapper-up of unconsidered trifles, like the greatest New England orator, who keeps a lamp and pen by his bedside that he may shoot flying the thoughts which flit before him whenever sleep goes from him at midnight, or like Hogarth, who was wont to cover his finger-nails with pencilings of what met his eye on his walks.

Dispense knowledge, and you will forthwith begin to feel your lack of proper words in proper places to express, and acceptable images to simplify, dignify, or adorn your ideas. Can you then neglect to labor for a *style* of clearness, force, and beauty? Clearness, which not only leads the beholder through itself to what lies beyond it like a watch-crystal, but like that crystal is produced by the furnace ; force, not teaching with thorns of the wilderness and briers, but blended with beauty like light, which is sometimes concentrated into a dazzling flash, and anon softened within an astral shade ; a style neither brief to obscurity, nor prolix to tediousness, but one whose type is the rose, no longer a bud and still not yet full blown. Mortified that words are prone to be your masters, instead of your servitors, so that you not only think in words but *by* words, and in Shakspeare's phrase "for a tricky word defy the matter," you will study language till you have at command sound speech which cannot be condemned. Be deaf to the sneer that you are a word-monger, or answer the fool according to his folly, and say, "So is the student of Algebra a *letter-monger*."

Mindful that manner is a great matter,

*Gratior et pulchro veniens in corpore virtus,*

and that even Milton's thoughts did not voluntarily move harmonious numbers, discard the maxim, "Last thoughts in first expressions," and hold that to dress wisdom in the garb of folly is to array her in a robe of mockery.

Endeavors to put forth one's knowledge from him, not only thus stimulate a man to make up his deficiencies in information, thought, arrangement, readiness, and expression, by causing these broken links in the golden chain of his culture to haunt him like ghosts, but they confer a blessing directly even while they are being made, for in Bentham's phrase, "writing is to a thought what a carpenter's vice is to a block of wood ;" it holds it fast while we form it into any shape we please.

Moreover in writing we detect inconsistencies and sophisms which have escaped our silent thoughts, as the summer brings to light the tares which, lurking among the good seed, were unsuspected during the season of frost.

SPEECH, which aims to dispense the sweet food of sweetly uttered knowledge, is likewise fruitful of good to the speaker, for, since speech is to reflect his mind, it brings his mind to its best posture as, for a like reason, a mirror, or painter, brings his body. To the collections of memory speech is the best mnemonics, a bond lighter than air but stronger than iron. In regard to clearness who does not know that

“Thoughts disentangle passing o’er the lip.  
Speech spreads the beauteous images abroad  
Which else lie furled and clouded in the soul;  
Aye, speech is morning to the mind!”

In point of feeling who has not found those emotions, which were dead in his soul, becoming alive again while he has spoken, as the brine which ocean yields the earth, returns in perfect freshness from rivers, or as our first impressions of a mountain, which have become dull, are given back in their original keenness when we see the face of the stranger to whom we point it out, lit up with new-born delight?

While you speak, your best thoughts will dart into your mind as if by inspiration, so that you will say better things than you think. As Virgil rehearsed his poem before Augustus, he could not keep from completing, and that divinely, a line on which he had labored to no purpose in his study. *Aere ciere viros*, he had written. In his public recitation these winged words, *Martem que accendere cantu*, which Dryden pronounced one of the happiest phrases ever uttered, sprang forth, unbidden from his tongue. *Vires acquirit eundo*.

Inasmuch as the effort to communicate what we have learned aids so much in acquiring knowledge, no wonder the proverb, Teach and learn, — *Doce et discas*, — is as old as true.

Since these things are so, it is better to talk to a statue, or a stump, or like Demosthenes to the waves, than to be tongue-tied. Scatter your knowledge and you will increase it, as the geologist multiplies his specimens by giving away his duplicates on the right hand and on the left. Since nothing but practice makes perfect, let the scholar decline no call to write or speak, though he might be reputed wise for saying nothing.

Though the natural qualifications of an orator be denied him, no grace poured into his gestures, nor his melting voice through mazes running, nor an eye from which thoughts flash lightning-like, let him by no manner of means enjail his tongue, but proclaim on house-tops what he has heard in the ear.

Let him write, not only for the public, but in furtherance of his private studies, as the geometer draws diagrams, and as Luther in Erfurt, lacking paper, covered the walls of his cell with Scripture references. Though he write as reluctantly as most men pray, and smart under the faithful wounds of critics,

and his greatest thoughts dwindle on paper, from mountains to mice, like the Brobdingnagian Omnibus bill to a Lilliputian Utah, so that they, but now which seemed in bigness to surpass earth's giant sons, are less than smallest dwarfs, yet let him write, as if nothing but writing could quench the fire in his bosom. Let him scatter his five loaves among thousands, and he shall take up fragments by baskets full.—*Prof. J. D. Butler, Norwich University.*

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### CULTURE.

LEARNING advances the native strength to perfection, and right culture strengthens the inward powers.—*Horace.*

MAN is so constituted that he requires something to be done, in his early years, to give a proper direction and bias to his pursuits. If this be neglected, the habits that will grow up with him, and the principles that will correspond with his habits, and which he will inevitably adopt, will not operate to the good of society, or his own happiness; and where can this salutary, I may add necessary influence, be so well exercised as in a rightly-governed family, or in a school in which there is an efficient and wholesome discipline?

Discipline commands the will, corrects the disposition, and subdues the passions; it rescues the mind from debasing influence, and opens the way to eminence, in the possession of a decided manly, moral, character. It is the antidote to idleness; the corrector of vice. But what is discipline, this agent that is to effect so much? Is it tyranny and oppression? Has it no other rule or principle of action than moroseness, severity, and ill-temper? Does it drive the pupil to a distance from his teacher? No, it is not tyranny; it does not make the pupil tremble at the presence of his teacher. Its origin and influence are in affection: without kindness there is no beneficial authority. Be a father to your pupils, and they will love you. Kindness robs a youth of his worst propensities, petulance and deceit; disarm him of these weapons, and you may, indeed, lead him as a child; he will be satisfied with your authority, and receive your advice.

By kindness I do not mean indulgence, or a conformity to a child's will and inclinations; but the expression of affection in the discharge of your duty. Let children see that their welfare, their happiness and respectability are what you ardently desire and endeavor to promote, and they will respect you more, and be much happier under your government, although you may sometimes chide and correct them, than by any compromise of duty.

Your pupils are not ignorant of the requirements of your office ; and they honor you only as you discharge them well. By taking an interest in their character, you will not only gain their affections, but influence their conduct and elevate their minds : they perceive that something is expected of them more than merely going through a round of lessons, and they will endeavor to realize your expectations.

Government without kindness is cruelty ; it overlooks the principle which induces submission, and loosens its best and firmest support. The want of kindness must be supplied by coercion, which converts cheerful obedience into obstinacy, cunning, and perverseness. Youth treated with severity, and frowned away from their parents and teachers, often become licentious ; they have not been disciplined, but oppressed ; not governed, but coerced. They saw no act of kindness mingled with the duties required of them, and they rendered none. The restraints under which they were put, though salutary and wise, were, from the manner of enforcing them, felt to be burdensome and galling ; and, not perceiving the object, when they should have gained habits of fortitude and caution, the consequence of good discipline, and their minds having been irritated against the person, were opposed to the precepts of him who treated them with unkindness. The mind is not subdued by its own consent, a consent not to be obtained either by severity or indulgence, but by kindness and consistency.

In a well-regulated family, each member discharges the duties of his station with alacrity and cheerfulness ; the master is systematic and firm in his commands, but kind in his deportment, promoting the interest and happiness of those dependent on him. His commands are the effect of principle and the love of order. The cold dictatorial or careless indulgent character has not such authority ; it does not maintain its proper station ; and therefore those around do not maintain theirs. The same principle is fully exemplified in the education of youth ; indeed, a good character cannot be formed but by its operation. If strict but kind parental authority be thus essential in the government of families, it is equally necessary in places of education.

By laying down rules for the conduct of youth, they will not only be acquainted with the means by which your favor is to be gained, but be conscious that they possess it. Did your favor depend on their progress in learning, its possession by the young pupil must be distant and uncertain ; but now he is excited to the most important and best effort that the mind can be directed to—self-control ; when this is obtained, your business and his will be easy.

Obedience in youth is of such inestimable value, that nothing can be substituted in its place : it is the main lever in raising



the human character, and in removing the great obstacles to the reception of knowledge and the love of virtue. The youth who has never learned to obey, will never know how to command others, or govern himself.

Many youth willingly receive instruction, and cheerfully obey; but there are some who resist all authority. These claim much attention and care; obedience must be obtained, or they are ruined. If recourse be had to frequent punishment, it hardens and provokes obstinacy; persuasion, entreaty and promises also fail. What must be done? Take the youth under your special care, acquaint him with your purpose, particularize his faults, admonish him often; but let it generally be done in private; and if he has any generosity, he will feel his obligation, and hate the occasion of it. A refractory boy should be constantly under the eye of the instructor, and every departure from propriety or good behavior should be checked. When the teacher has once entered upon the entire engagement of a scholar, for the purpose of inducing obedience, and when repeated admonition and counsel have been tried in vain, let him be chastised, and let the chastisement be repeated till the mind be subdued. Having proceeded thus far, there can be no compromise; the boy must implicitly submit and yield to your authority.

Such is the nature of the discipline I wish to see generally enforced; because facts, rather than theory, have led me to the conviction, that it is the best,—I may say the only direct way to form the manly and virtuous character. When the will is subdued, and habits of obedience and self-control are in a measure established, the next object of attention is to strengthen and invigorate the mind. Habits of bodily as well as mental exercise must be endured, and that method, whatever it may be, which awakens and calls into operation the latent faculties of the mind, ought to be embraced by every one interested in the important business of education.

ACADEMICIAN.

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A REFLECTION. — It should be remembered that every loathsome inmate of penitentiaries and State prisons, was once a gentle, inoffensive, and prattling child; and that every criminal who has "expiated his crimes on the gallows," was once pressed to a mother's heart, and drew his life-giving nourishment from her bosom. Bad moral training, wrong and debasing examples, do their work, and transform endearing offspring into ferocious men, who shock humanity by the foulness of their guilt, and the monstrous audacity of their crimes. — *Eclectic Journal of Education, and Literary Review.*

## EDUCATION.

THE greatest vices derive their propensity from our most tender infancy, and our principal education depends on the nurse. Mothers are mightily pleased to see a child writh the neck of a chicken, or please itself with hurting a cat or dog ; and such wise fathers there are in the world, who consider it as a notable mark of a martial spirit, when they hear their sons miscall, or see them domineer over a peasant or lackey, that dares not reply or turn again ; and a great sign of wit, when they see them cheat and overreach their playfellows by some malicious trick of treachery and deceit : but for all that, these are the true seed and roots of cruelty, tyranny, and treason. — *Montaigne*.

In the education of children, there is nothing like alluring the appetites and affection ; otherwise you make so many asses laden with books, and by virtue of the lash, give them their pocket full of learning to keep ; whereas, to do well, you should not only lodge it with them, but make them espouse it. — *Montaigne*.

The aim of education should be to teach us rather *how* to think, than *what* to think — rather to improve our minds so as to enable us to think for ourselves, than to load the memory with the thoughts of other men. — *Beattie*.

Many fathers there are, that so love their money and hate their children, that lest it should cost them more than they are willing to spare to hire a good schoolmaster for them, rather choose such persons to instruct their children, as are of no worth ; thereby beating down the market, that they may purchase a cheap ignorance. It was therefore a witty and handsome jeer which Aristippus bestowed on a sottish father, by whom being asked what he would take to teach his child, he answered, a thousand drachms. Whereupon the other cried out, O, Hercules ! how much out of the way you ask ! for I can buy a slave at that rate. Do then, said the philosopher, and thou shalt, instead of one, purchase two slaves for thy money ; him that thou buyest for one, and thy son for another. — *Plutarch*.

Wines, the stronger they be, the more lees they have when they are new. Many boys are muddy-headed till they be clarified with age, and such afterwards prove the best. Bristol diamonds are both bright, and squared, and pointed by nature, and yet are soft and worthless ; whereas orient ones in India are rough and rugged naturally. Hard, rugged, and dull natures of youth acquit themselves afterwards the jewels of the

country, and therefore their dulness at first is to be borne with, if they be diligent. That schoolmaster deserves to be beaten himself who beats nature in a boy, for a fault. And I question whether all the whipping in the world can make their parts, which are naturally sluggish, rise one minute before the hour Nature hath appointed.—*Fuller*.

A child readily distinguishes between the language of passion and that of reason, and soon comes to despise the former ; and when this is the case, there immediately results an inferiority on the part of the parent or teacher, which is entirely subversive of the necessary influence and authority. — *John Locke*.

Children are to have nothing conceded to their fancy, but only to their wants. If they have been rightly educated, they will have been taught to know that their good is sought in every thing that is done for them, and with this confidence they will learn to leave all matters to the judgment of their guardians. — *John Locke*.

Among the various natural propensities which ought to be made use of to further the objects of education, curiosity is one. The inquiries of children are to be hearkened to with patience and attention, and no satisfaction is to be withheld from them. Consider well what they seek to know, and enlighten them on that particular point, not throwing in more information than they can pleasantly receive ; thus they will be pleased by such attention, and gratified with their success, and tempted to new questions. — *John Locke*.

If the first corruption be not sucked in from the domestic manners, a little providence might secure men in their first entrance into the world ; at least, if parents took as much care to provide for their children's conversation, as they do for their clothes, and to procure a good friend for them, as a good tailor. — *Clarendon*.

A man shall see, where there is a house full of children, one or two of the eldest respected, and the youngest made wantons ; but in the midst, some that are as it were forgotten, who, many times, nevertheless, prove the best. The illiberality of parents, in allowance towards their children, is a harmful error, and makes them base ; acquaints them with shifts ; makes them sort with mean company ; and makes them surfeit more when they come to plenty : and therefore the proof is best when men keep their authority towards their children, but not their purse. — *Lord Bacon*.

Education of youth is not a bow for every man to shoot in, that counts himself a teacher; but will require sinews almost equal to those which Homer gave Ulysses. — *Milton*.

The best rules to form a young man, are, to talk little, to hear much, to reflect alone upon what has passed in company, to distrust one's own opinions, and value others that deserve it. — *Sir W. Temple*.

Parents, and mothers most especially, must learn that their parental duties have not ceased when the personal comforts of their children are provided for; that it is on *their* example, *their* attention, *their* firmness, that much of the moral worth of their offspring depends. — *John Locke*.

Dr. Johnson being once asked What he thought the best system of education, he replied, "School in school hours, and home instruction in the intervals."

On another occasion, a "Mrs. Gastrell set a little girl to repeat to him Cato's soliloquy, which she went through very correctly. The Doctor, after a pause, asked the child 'what was to bring Cato to an end.' She said it was a knife. 'No, my dear, it was not so.' 'My aunt Polly said it was a knife.' 'Why, aunt Polly's knife *may do*, but it was a *dagger*, my dear.' He then asked her the meaning of 'bane and antidote,' which she was unable to give. Mrs. Gastrell said, 'You cannot expect so young a child to know the meaning of such words.' He then said, 'My dear, how many pence are there in sixpence?' 'I cannot tell, sir,' was the half-terrified reply.

On this, addressing himself to Mrs. Gastrell, he said, 'Now, my dear lady, can anything be more ridiculous than to teach a child Cato's soliloquy, who does not know how many pence there are in sixpence?'"

What Goldsmith said almost a century ago, in regard to the mode of treating the subject of education, is to the point now, and a majority of the writers on the subject would do well to ponder it.

"As few subjects are more interesting to society, so few have been more frequently written upon, than the education of youth. Yet is it not a little surprising, that it should have been treated by all in a declamatory manner? They have insisted largely on the advantages that result from it, both to the individual and to society, and have expatiated in the praise of what none have ever been so hardy as to call in question. Instead of giving us fine, but empty harangues upon this subject; instead of indulging each his particular and whimsical

systems, it had been much better if the writers on this subject had treated it in a more scientific manner, repressed all the sallies of imagination, and given us the result of their observations with didactic simplicity. Upon this subject, the smallest errors are of the most dangerous consequence; and the author should venture the imputation of stupidity upon a topic, when his slightest deviations may tend to injure the rising generation."

Give the sons of Massachusetts, small and comparatively unfertile as she is, the means of a good education, and they will stand against the world. Give me the means of educating my children, and I will not exchange its thirstiest sands, nor its barest peak, for the most fertile spot on earth, deprived of those blessings. I would rather occupy the bleakest nook of the mountain that towers above us, (Saddle Mountain, between Williamstown and Adams,) with the wild wolf and the rattlesnake for my nearest neighbors, with a village school, well kept at the bottom of the hill, than dwell in a paradise of fertility, if I must bring up my children in lazy, pampered, self-sufficient ignorance. A man may protect himself against the rattle and the venom; but if he unnecessarily leaves the mind of his offspring a prey to ignorance, and the vices that too often follow in its train, he may find too late for remedy,

"How sharper than a serpent's tooth it is  
To have a thankless child."

A thankless child! No, I will not wrong him. He may be anything else that is bad, but he cannot be a *thankless* child. What has he to be thankful for? No! the man who unnecessarily deprives his son of education, and thus knowingly trains him up in the way he should not go, may have a perverse, an intractable, a prodigal child, one who will bring down his gray hairs with sorrow to the grave, but a thankless child he cannot have.—*Everett.*

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It is the most touching of sights, the burial of a little creature, which shuts its eyes as soon as the glories of earth open to its view, without having known the parents whose tearful eyes are gazing on it; which has been beloved without loving in return; whose tongue is silenced before it has spoken; whose features stiffen before they have smiled. These falling buds will yet find a stock on which they shall be grafted; these flowers which close in the light of the morning, will yet find some more genial heaven to unfold them. — *From the German of Paul.*



## ALGEBRAIC PARADOX.

- “1. Let  $a=x$ , then,
2. multiplying by  $x$ ,  $ax=x^2$ ,
3. adding  $-a^2$ ,  $ax-a^2=x^2-a^2$ ,
4. resolving into factors,  $a(x-a)=(x+a)(x-a)$ ,
5. dividing by  $x-a$ ,  $a=x+a$ ,
6. substituting  $a$  for  $x$ ,  $a=a+a=2a$ , and
7. dividing by  $a$ ,  $1=2$ .”

In the October number, J. S. E. very properly decides that the fallacy is in passing from the fourth to the fifth equation. He might also, with equal propriety, have objected to the preparatory step of resolving into factors, as equation three is, by equation one,  $0=0$ , and zero has no factors.

I have been requested by a teacher, to add a word on the actual meaning of equation six, and the determinate values of  $\frac{0}{0}$ .

Although 0 renders every quantity into which it enters as factor or divisor, an absurdity, so that the two steps in passing from equation three to equation five are both absurd, yet the physical or geometrical question may admit a rational solution when the algebraic solution fails. To obtain this true geometrical or physical meaning of an absurd algebraic expression, we must substitute for 0 a very small quantity, and when the result is obtained, again substitute 0 for the infinitesimal. Thus equation seven is an absurdity, but its two members are in the ratio which the two members of equation three will have when  $x$  is very little larger than  $a$ .

Suppose that I should draw such a line on the surface of the earth, that a man travelling in it should always find his latitude equal to the cube of his longitude, (both being expressed in miles,)—at what angle would this line cross the equator?

Solution. The line would evidently cross the equator at the point where the first meridian crosses; and when the latitude was small, the line might be considered as the hypotenuse of a triangle, of which the latitude and longitude were legs. Hence its direction depends on the ratio of these legs, that is, on the fraction  $\frac{\text{lat.}}{\text{lon.}}$  which at the equator would be  $\frac{0}{0}$ . But by the question  $\frac{\text{lat.}}{\text{lon.}} = \frac{\text{lon.}^3}{\text{lon.}} = \text{lon.}^2 = 0$ . That is, the longitude would, when very small, be very much greater than the latitude, and when both were zero, the line would be absolutely parallel with the equator; a result perfectly rational and true, though derived from the algebraic absurdity  $\frac{0}{0}$ .

Again, at what angle would it cross the parallel of  $8'$  north? Here the legs of our infinitesimal triangle would be  $\text{lat.} = 8'$  and  $\text{lon.} = 2'$ , and their ratio,  $\frac{\text{lat.} = 8'}{\text{lon.} = 2'}$ , would become  $\frac{0}{0}$  at the required parallel. But in this case we should have  $\text{lat.} = 8' =$

$\text{lon.}^3 - 8'$ , which divided by  $\text{lon.} - 2'$  gives  $\text{lon.}^2 + 2 \text{ lon.} + 4$ , which, when  $\text{lon.}$  is  $2'$ ,  $= 12$ . That is, the parallel of  $8'$  crosses this line at the same angle which a hypotenuse makes with a leg of 1, the other leg being 12. Here is then again a definite actual result, in a physical question, which in the algebraic form is absurd.

These questions are simple, but the principle is applicable to very intricate questions, and leading to very singular results.

H. T.

*Waltham, Dec. 1850.*

The above remarks upon the effect of 0 in connection with numerals, suggest the expediency of a remark upon the simplest method of proving the value of fractional expressions when 0 is the denominator, e. g.  $\frac{7}{0}$ . We have been told even, that the value of such a fraction is 0; because, say they, whenever 0 is a factor, 0 is the answer. The reverse of this is, however, the true answer. The expression  $\frac{7}{0}$  is an unexecuted division. Division is but abbreviated subtraction, and in dividing, we simply inquire how many times we can subtract the divisor from the dividend. The question is, then, How many times can we subtract 0 from 7 without exhausting 7? The answer is an infinite number, and the value of  $\frac{7}{0}$  is infinity. Many seemingly difficult mathematical points may be easily explained by performing the multiplying and dividing processes in addition and subtraction.—*Ed.*

#### PROBLEMS.

$$x^2 + xy = 8.$$

$$x^2 + y = 6. \text{ Required value of } x \text{ and } y.$$

It is said that the above problem cannot be solved by the use of quadratic equations alone.—*Ed.*

Suppose A to start from Boston on Monday noon, and travel west with the same rapidity as the sun. Suppose him to ask every man on his way, "What day is it?" and to receive from each an answer. Where will he meet the first man who will tell him that it is Tuesday?

Again, suppose two persons to start from Boston exactly at noon on Monday, and travel with electric speed on the same parallel of latitude, one east, the other west, and meet in, say one minute. Each reckoning time according to the general rule of adding one hour for every remove of fifteen degrees east, and subtracting one hour for every remove of fifteen degrees west, will it be, at the place of meeting, one minute after twelve of Monday or Tuesday morning? And if we decide it to be either, say Monday, what day is it at the antipodes of any other place, say London, when it is Monday noon at London?—*Ed.*

## NORFOLK COUNTY TEACHERS' ASSOCIATION.

REPORT OF THE PROCEEDINGS AT THE SEMIANNUAL MEETING  
HELD AT DEDHAM, DEC. 23d and 24th, 1850.

THE Norfolk County Teachers' Association held its sixth semiannual meeting, at Temperance Hall, Dedham, on Monday and Tuesday, December 23d and 24th, 1850.

Monday morning, at 10 1-2 o'clock, the Association was called to order by the President, George Newcomb, Esq., of Quincy, and the throne of grace was addressed by Rev. Dr. Lamson, of Dedham.

The secretary read the report of the last meeting; after which the president and secretary being called on for written communications from teachers, on educational topics, reported that none had been received.

The lecture of Mr. Hagar, which was in order for 11 o'clock, on motion, was deferred to the same hour of Tuesday.

On motion, it was voted to invite all present, not members, to take part in the deliberations of the Association; it was also voted to restrict gentlemen in their remarks to ten minutes.

The subject of spelling was then taken up and discussed by Messrs. Colburn, Reed, Dodge, Capen, Woodbury and Butler. All were of the opinion that the method of obliging scholars to write their words from dictation, was the best that could be adopted. The importance of classifying derivative words under their respective Latin or English roots, and making this an aid to the scholar, was referred to, and Mr. Colburn explained the method taught in the Bridgewater Normal School: he also alluded to the necessity incumbent on teachers of aiming at correctness in their own orthography, and mentioned instances in which, in applying for situations, they had failed of success, merely on account of inaccuracy in this respect.

The directors were appointed a Committee to furnish subjects for discussion. At one o'clock, the Association adjourned, and met again at two, P. M.

The Committee on questions reported in favor of discussing either the subject of Arithmetic or Geography: the former subject was taken up and discussed by Messrs. Dodge, Alden, Colburn, Reed, and Capen. At three o'clock, the hour appointed for the lecture of Mr. Smith, it was voted to defer the lecture until half past three, and the discussion on Arithmetic was resumed, and continued by Messrs. Reed, Hagar, Colburn, and Capen. The discussion rested chiefly on the importance of thoroughness in teaching the elements of arithmetic. The use of keys, and of printed answers in any form by the pupil, as an

aid, was denounced in the most unqualified terms. One gentleman stated that his practice, on finding a key in the hands of the pupil, was invariably *to burn it up*. We believe that all who heard him, concurred in the propriety of such a course. Various short methods of calculation, of multiplication, and of obtaining the least common multiple, were explained by several of the speakers.

At half past three o'clock, a lecture was delivered by Rev. Increase S. Smith, of Dorchester, on the subject, "Qui docet, discit"—"He who teaches, learns." Not having taken notes of this most excellent lecture, we copy a short abstract of it from the "Norfolk County Journal." The lecturer commenced with the motto, "The teacher learns." When he begins, he has no fixed methods, but looks at things somewhat as his pupils do. He has a feeling that he must *appear* to know everything; he is then full of enthusiasm, and is often a better teacher than when he becomes old and fixed in his methods, and grinds out the same old tunes. Teachers should be the literary and scientific enthusiasts of the land,—should not drill less, but should study and investigate more. They need out-door exercise, and should go out as naturalists, and collect specimens in Botany and Mineralogy, and bring them in to interest their pupils. They are in danger of rusting out, therefore they should study, study, study. The lecture was interesting and instructive, and received the hearty approbation of those present.

Mr. Kneeland, of Dorchester, spoke on the subject of the lecturer's appeal to teachers to devote themselves to the acquisition of other knowledge than such as is required merely in the sphere of their usual duties, and closed his remarks by moving that the thanks of the Association be presented to Rev. Mr. Smith, for his able, interesting, and instructive address, which motion unanimously passed. After the appointment of a committee to attend to the more effectual heating of the hall, at 1-2 past 4 o'clock, the Association adjourned, and met again at 7 P. M., to listen to a lecture from Rev. Mr. Dean, of Quincy.

The lecture of Mr. Dean was a very able, interesting, and methodical exposition of the duties arising out of the teacher's profession. He made many earnest appeals to teachers on subjects of interest to them, and was listened to with evident satisfaction on the part of his audience. On motion, it was voted, that the thanks of the Association be presented to Rev. Mr. Dean for his excellent and interesting lecture.

After recess, the importance of affording a liberal patronage to the "Massachusetts Teacher," was introduced by Mr. Capen, and additional remarks were made by Messrs. Reed, Kneeland, and Colburn.



A long and interesting discussion followed, on various subjects : Mr. Barrows, of Dorchester, spoke upon the difficulty the teacher labored under, in not being independent in his profession. Mr. Colburn spoke on the idea thrown out in the lecture, that our public schools were fast supplanting colleges in public estimation. Further remarks on the relative position and influence of public schools, academies, and colleges, were made by Rev. Mr. Dean, Dr. Cutter, and Messrs. Colburn, Barrows, and Hagar. At 10 o'clock, the Association adjourned to meet at 9 A. M., of Tuesday.

Tuesday, Dec 24th, 1850. The Association met according to adjournment, and was called to order by the president. The secretary read the records for Monday ; after which, on motion, it was voted, that the morning session close at a quarter before one o'clock, and that the time of meeting in the afternoon be at two o'clock.

A resolution on the subject of school-books was offered, which, after some amendments, and an animated debate, sustained by Messrs. Kneeland of Dorchester, Morse of Quincy, Capen of Boston, Colburn and Capen of Dedham, Reed of Roxbury, Woodbury of Dorchester, and Slafter of Dedham, was unanimously adopted, as follows :

*Resolved*, That, in our opinion, it would secure a better selection of text-books in our public schools, if the teachers were permitted to meet with the committee, and discuss with them the merits of all books proposed.

The subject of Mr. Smith's lecture was then taken up and discussed by Messrs. Kneeland, Barrows, and Capen of Boston.

Voted to take a recess of five minutes. After which, at 11 o'clock, according to appointment, a lecture was delivered by D. B. Hagar, Esq., of the Jamaica Plain High School, Roxbury, upon the subject of the " Supervision of Schools." " The lecturer's views were radical, and were delivered with great beauty and energy, and it may be said, without any disparagement of others, that it was the crowning glory of the meeting."

The lecturer made an able argument in favor of the plan of having a general superintendent of schools in our cities and large towns.

On motion of Mr. Reed, of Roxbury, it was unanimously voted, that the thanks of the Association be presented to Mr. Hagar, for his very able, interesting, and valuable lecture ; and that a copy be requested for the press. Remarks on the subject were made by Messrs. Reed and Dodge, and Dr. Cutter.

" Mr. Kneeland, of Dorchester, then introduced to the Association Mrs. Haines, of Milwaukee, Wisconsin, an associate of Miss Catherine Beecher, who is engaged in the laudable work of employing teachers for the West. Mrs. Haines spoke in a



becoming and graphic style, of the sterling advantage of mental culture — of female integrity and virtue — and of the dignity of the teacher's profession."

A vote of thanks was unanimously passed to Mrs. Haines for her excellent address. Voted to adjourn.

#### AFTERNOON SESSION.

The Association was called to order at 2 o'clock. Voted to adjourn at 4.

A vote of thanks was passed to those who had been instrumental in adding to the convenience and comfort of the teachers attending the meeting of the Association.

On motion of Mr. Butler, the subject of Music was taken up and discussed until 3 o'clock, when a lecture was delivered by W. H. Wells, Esq., Principal of the Putnam School, Newburyport, on "The importance of inculcating self-reliance on the part of the pupil." The lecture was highly practical and instructive, and the views advanced were illustrated by interesting anecdotes, and enforced by sound argument. Mr. Wells was listened to with marked interest and pleasure.

On motion of Mr. Capen, it was voted, that the thanks of the audience be presented to Mr. Wells for his exceedingly practical and interesting lecture, and for the kindness he has manifested in being present from so great a distance to favor us.

At 4 o'clock, the Association adjourned, to meet at such time and place as the directors may hereafter appoint.

Thus passed off one of the most agreeable and profitable of the meetings of this Association. Notwithstanding the inclemency of the weather on Monday, acknowledged to be the most disagreeable winter's day we have had for many years, we counted about fifty teachers in attendance, and it was gratifying to notice several members of School Committees present, a fact which speaks well for the interest which is taken in the Association of Norfolk County.

C. J. CAPEN, *Sec'y.*

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#### BOOKS.

Books, like friends, should be few and well chosen.

Like friends, too, we should return to them again and again — for, like true friends, they will never fail us — never cease to instruct — never cloy. — *Joineriana.*

It is with books as with women, where a certain plainness of manner and of dress is more engaging, than that glare of paint

and airs and apparel, which may dazzle the eye, but reaches not the affections. — *Hume*.

Books (says Lord Bacon) can never teach the use of books ; the student must learn by commerce with mankind, to reduce his speculations to practice. No man should think so highly of himself, as to think he can receive but little light from books, nor so meanly as to believe he can discover nothing but what is to be learned from them. — *Johnson*.

Knowledge of books in recluse men, is like that sort of lantern which hides him who carries it, and serves only to pass through secret and gloomy paths of his own ; but in the possession of a man of business, it is as a torch in the hand of one who is willing and able to show those who are bewildered, the way which leads to prosperity and welfare. — *Spectator*.

Books, to judicious compilers, are useful — to particular arts and professions absolutely necessary — to men of real science they are tools ; but more are tools to them. — *Joineriana*.

One of the amusements of idleness is reading without the fatigue of close attention, and the world, therefore, swarms with writers whose wish is not to be studied, but to be read. — *Johnson*.

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[For the Massachusetts Teacher.]

MR. EDITOR : — I find that some of my friends suppose the lines entitled " Be Kind," in the January number of the Teacher, owe their authorship to me. Allow me to say that, although I cheerfully adopt their sentiments, I have no claim to their origin. The lines fell in my way, and thinking they would be useful to our fraternity, I sent them for publication.

The following are among some scraps I have gathered, and I offer them for your next paper. G. F. F.

No one performs an act of kindness, but plants a flower in his own heart.

We must be helpers of *others'* joy, in order to promote our own.

Harsh words are like hail stones in summer, which, if melted, would fertilize the tender plants they batter down.

A good example, like the noiseless dew, does not agitate the tenderest plant, though it refreshes and makes it thrive.

## SELECTED ITEMS.

## TESTIMONY OF A RICH MAN.

The late Mr. McDonogh, the millionaire, in his will, says :

"Let the poorer classes of the world be consoled, assured that the labor-loving, frugal, industrious and virtuous among them possess joys and happiness in this life which the rich know not and cannot appreciate. So well convinced am I, after a long life and intercourse with my fellow men of all classes, of the truth 'that the happiness of this life is altogether on the side of the virtuous and industrious poor,' that, had I children (which I have not) and a fortune to leave behind me at death, I would bequeath, after a virtuous education, to effect which nothing should be spared, a very small amount to each, merely sufficient to excite them to habits of industry and frugality, and no more."

The last item in the will of John McDonogh, is as follows :

"And (I was near forgetting that) I have still one small request to make, one little favor still to ask, and it shall be the last. It is, that it may be permitted annually, to the children of the free schools, situate the nearest to my place of interment, to plant and water a few flowers around my grave. This little act will have a double tendency ; it will open their young and susceptible hearts to gratitude and love to their divine Creator, for having raised up, as the humble instrument of his bounty to them, a poor, frail worm of earth like me, and teach them at the same time, what they are, whence they came, and whither they must return."

## THE MORE HASTE THE WORSE SPEED.

Dr. Orville Dewey's lecture before the Mercantile Library in Boston, was upon the Law of Progress, which he thought was slowness, calmness and moderation. He said in these times every body and every thing seemed to be in a hurry, going at railway speed. A railway train should be the emblem on our shield, with the motto, "Hurrah!" This haste he did not like. He saw the evil effects of it in all directions. Young women were in too much haste to be brought out, and boys in too much haste to assume the position of men. In our schools the children were pushed through their studies too rapidly, and too much is attempted to be done. He had heard a teacher use the characteristic expression that his pupils should be "put through" such and such studies. This, he said, is a modern practice.

We put children through philosophy — put them through history — put them through Euclid. He had no faith in this plan, and wished to see the school-teachers set themselves against this forcing progress.

#### ALFRED THE GREAT.

When Alfred was twelve years old, Judith, his step-mother, was sitting one day surrounded by her family, with a manuscript of Saxon poetry in her hand. As Aldhelm and Cedmon had written poems of great popularity, it may have contained some of theirs. That she was able to read is not surprising, because she was a Franc, and the Francs had received from the Anglo-Saxons a taste for literary pursuits and were cultivating them with superior ardor. With a happy judgment, she proposed it as a gift to him who would the soonest learn to read. The whole incident may have been chance play, but it was fruitful of consequences. The elder princes, one then a king, the others in mature youth or manhood, thought the reward inadequate to the task, and were silent. But the mind of Alfred, captivated by the prospect of information, and pleased with the beautiful decoration of the first letter of the writing, inquired if she actually intended to give it to such of her children as would the soonest learn to understand and repeat it. His mother repeating the promise with a smile of joy at the question, he took the book, found out an instructor, and learned to read. When his industry had crowned his wishes with success, he recited it to her. To this important, though seemingly trivial incident, we owe all the intellectual cultivation, and all the literary works of Alfred; and all the benefit which, by these, he imparted to his countrymen. If this family conversation had not occurred, Alfred would probably have lived and died, as ignorant and unimportant, and as little known as his three brothers. For the momentous benefit thus begun to Alfred, the memory of Judith deserves our gratitude. This French princess was the kind Minerva from whom arose the first shoots of that intellectual character which we admire in Alfred. To such remote and apparently inconnected causes do we often owe our greatest blessings.—*Sharon Turner's History of the Anglo-Saxons.*

#### SCHOOLS OF MASSACHUSETTS FOR 1849.

The towns raise by taxation for the support of schools, annually, \$830,577. Besides this, \$5,483, income of the "Surplus Revenue," is so appropriated. Total, \$836,060. Add \$35,280, contributed as board and fuel. Number of children in the

State from 4 to 16 years old, 215,926. Number that attend school under 4 years, 3,326; over 16 years, 10,452. Number of public schools in the State, 3,749. Number of male teachers, 2,426. Number of female teachers, 5,737. Number of scholars in summer schools, 173,659. Number in winter schools, 191,712. Average wages per month, inclusive of board, paid to male teachers, \$34.02. Do. to female teachers, \$14.19. Amount of School Fund, December 1, 1849, \$876,082; increase during the year, \$27,815. There are 64 incorporated academies in the State, with 3,864 pupils, and an aggregate of \$61,694 paid for tuition; also, 1,047 unincorporated academies and private schools, &c., with 27,583 scholars, and an aggregate of \$240,780 paid for tuition. There are also local funds for the support of academies, &c., to the amount of \$354,620, yielding an income of \$21,584. Number of volumes in school libraries, 91,539. Value, \$42,707. Value of apparatus, \$23,826. The value of the public school-houses in the State, in 1848, was \$2,750,000, of which \$2,200,000 had been expended since 1838. There are three Normal Schools supported by the State, at an annual cost of about \$6,500; — one at Westfield, one at West Newton, and one at Bridgewater, — averaging annually, in all, 225 pupils. — *Am. Almanac.*

## STATE REFORM SCHOOL, WESTBORO'.

W. R. Lincoln, Superintendent.

Boys in the school, December 1, 1848, 23; received since, 311; discharged during the year, 24; remaining, November 30, 1849, 310. 3 were 7 years old; 10 were 8; 17 were 9; 27 were 10; 36 were 11; 46 were 12; 33 were 13; 59 were 14; 69 were 15; 3 were 16; 3 were 17; 1 was 18; 2 were 19; and the age of one was unknown. 119 were committed for larceny; 5 for breaking and entering with intent to steal; 21 for breaking and entering, and larceny; 20 as idle and disorderly; 2 for having obscene books for circulation; and 110 for stubbornness. 247 were committed during minority; 8 for 5 years; 22 for 3 years; 18 for 2 years; and 18 for 1 year. 112 were received from Suffolk County; 68 from Middlesex, 66 from Essex, 31 from Barnstable, 24 from Worcester, 19 from Norfolk, and 6 from Bristol. 268 were born in the United States, and 66 in foreign countries. All the boys are employed during a portion of the day at some mechanical, agricultural, or domestic labor. They do the washing, ironing, and cooking, and make and mend their own clothes. Each day, 4 hours are devoted to school, 6 to labor, 8 1-2 to sleep, and 5 1-2 to recreation and miscellaneous duties. 180 acres of land were originally purchased, and since that time an adjoining farm had been added. The buildings can accommodate



about 300 boys. The health of the boys is good. For more than five months preceding November 30, 1849, there was not a single case requiring the aid of a physician. — *Am. Almanac.*

#### SCHOOLS IN BOSTON.

Extracted from the Inaugural Address of Mr. Bigelow, Mayor of the City of Boston for the year 1851.

The cities and towns which constitute our business neighborhood, have an aggregate population as large as that of the metropolis, and in connection therewith, constitute a community unexcelled for industrious thrift and social privileges and institutions. These blessings being the result, directly or indirectly, of the system of popular education founded by our fathers, it is proper that our schools should have precedence in an official survey of the municipal affairs of Boston.

There are at this time in attendance upon our public schools, nearly 21,000 pupils. The whole number of these schools (*viz.* : the Primary, Grammar, English High and Latin Schools) is two hundred. Within the year there has been expended from the City Treasury, for instruction, \$182,000 ; for repairs, fuel, and other incidental expenses of school-houses, \$56,500 ; for new school-houses, \$56,000 ;—the aggregate amounting to \$294,500. The public schools, in general, are in a highly satisfactory condition, and the Committees having them in charge have been diligently faithful to their responsible trusts. With all the excellence of our system of instruction, I think it has an important failing in the endeavor to accomplish too much,—especially when I consider the limited time during which our youth can have the benefit of the schools. A less number of studies, carefully reserving those having the most important practical bearing upon mental improvement, would secure the great ends of popular education better than ambitious endeavors to teach almost every thing. These, in too many cases, result in an imperfect acquaintance, on the part of the pupil, with those branches which are most essential to his progress and happiness in life.

#### SCHOOLS IN CHARLESTOWN.

Extracts from the Inaugural Address of Mr. Frothingham, Mayor of the City of Charlestown for the year 1851.

The most important interest of the government is our system of free schools. It is connected with the past by the most honorable sanctions ; it is endeared to the present by the benefits it has spread over society ; while it affords the surest means of working out good for the future. It owes its origin and its constant maintenance to a deep sense of the obligation which

society is under — according to its ability — to provide an opportunity where every child may receive instruction. It is believed that public sentiment here is sound on this subject ; and that in this favored period, it is regarded as one of the highest of public duties to maintain the common schools at a standard demanded by the general progress of the age.

This department now consists of 25 primary schools, containing 1758 pupils ; 8 grammar schools, with 1293 pupils, and 1 high school, of 73 pupils, supported last year by an appropriation of \$25,000.

The grammar schools deserve, in a peculiar manner, the fostering care of the government. Nearly all the children attend them ; and as many pupils are taken out by their parents at an early age, it ought to be borne in mind, that they furnish all the school advantages which such children enjoy, to prepare for the active duties of life. It is therefore of the utmost importance that they should be as spirited, should be as attractive, should be as efficient — in a word, should be kept at as high a standard as it is practicable for schools of this grade. In former years they have been regarded as equalling in efficiency many of the schools called high schools ; and it is a striking illustration of this efficiency that, in 1848, there were more than fifty who had graduated from them during the eight years previous, who, without other academic instruction, were then filling responsible stations as teachers in this city, or in neighboring towns, or in Boston.

I do not hesitate to recommend the appropriations that may be necessary to maintain these schools in all proper efficiency. But neither expensive school-houses nor large appropriations are sufficient to make good schools. These depend on a variety of influences. Steady, quiet, persevering effort, harmony between the school committee and the teachers, harmony between the teachers of a school, the coöperating feeling of parents, will promote their prosperity. And as to the school itself, it is not a particular method that will insure progress, but it is the mind that works the method. Hence good schools depend on the teachers. If they be capable, industrious, patient, pleasing in their manner, governing more by the reasoning head than by the heavy hand, the school will show it in cheerful obedience and steady progress ; if they be otherwise, whatever may be their numbers, the result will not be satisfactory. But their selection, and the management of the schools, devolve on the school committee ; and hence the welfare of this most interesting branch of public service depends on the intelligence, good sense, and energy of this important board. Our common schools, under a wise administration, cannot fail to make their mark on our community. Successive generations will grow up under

their silent and beneficent influences, each developing in a higher degree the true purposes of being, and each better prepared to render service to their fellow men.

#### SCHOOLS IN ROXBURY.

We learn from the Norfolk County Journal, that there are 47 Public Schools in that city, with 65 teachers and 3,600 pupils. The schools are divided as follows: 30 primary, 1 intermediate, 4 grammar schools, and 2 high schools, which are supported chiefly by funds established for the purpose, viz.: the Latin School, which by act of the Legislature was submitted for the High School required by statute, and the Eliot School, on Jamaica Plain.

#### SCHOOLS IN NEW YORK.

The whole number of children taught in the public schools of New York, within the year 1849, was 749,500. Amount of teachers' wages, \$1,322,696.

#### SCHOOLS IN PHILADELPHIA.

The number of public schools in the city and county of Philadelphia is 258; one Normal School; fifty-three grammar schools; twenty-nine secondary; one hundred and thirty primary, and forty unclassified. Scholars, 23,706 boys; 21,677 girls; 81 male and 646 female teachers. The expenditure during the last school year was \$332,433 21. The expense of the High School during the year was \$15,600 37, and the number of scholars 485.

The Board of Controllers of the Public Schools have passed a resolution increasing the salaries of all teachers receiving \$125 per annum to \$150. The resolution passed with but one dissenting voice.

#### POPULATION OF THE GLOBE.

Africa, variously estimated from 60,000,000 to 101,000,000	
American States, - - - - -	53,995,816
Asia, including Islands, - - - - -	429,600,000
Australia and Australian group of Islands, - - - - -	1,368,000
Europe, - - - - -	252,589,972
Polynesia, (a mere estimate, as there are few or no data), - - - - -	1,500,000

Total population of the Globe, 840,053,788  
— *American Almanac.*